R E P O R T R E S U M E S

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AN EXPERIMENTAL PROGRAM DESIGNED TO PROMOTE A GREATER INTEREST IN FULFILLING LATENT POTENTIAL IN UNDERACHIEVING HIGH SCHOOL BOYS THROUGH GOAL IDENTIFICATION. SUMMARY REPORT.

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PUB DATE 19 MAY 65

EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS- *UNDERACHIEVERS, *EXPERIMENTAL PROGRAMS, MALES, GRADE 8, CONTROL GROUPS, EXPERIMENTAL GROUPS, OCCUPATIONAL GUIDANCE, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, SUMMER PROGRAMS, VISIT, MICHIGAN,

AN EXPERIMENTAL GROUP OF 20 AND A CONTROL GROUP OF 8 UNDERACHIEVING 10TH GRADE BOYS WERE RANDOMLY SELECTED FROM APPLICANTS FROM THREE HIGH SCHOOLS IN MICHIGAN TO PARTICIPATE IN V.I.S.I.T., A PROJECT AT EASTERN MICHIGAN UNIVERSITY DESIGNED TO BROADEN KNOWLEDGE ABOUT VOCATIONS. EACH DAY FOR 2 WEEKS, THE EXPERIMENTAL GROUP VISITED NEARBY PLANTS AND PARTICIPATED IN DISCUSSIONS, COUNSELING SESSIONS, AND SOME RECREATION. VOCATIONS ALLOTTED ONE DAY EACH WERE AVIATION, MEDICINE, GOVERNMENT, ELECTRONICS, AND CONSERVATION. ALLOTTED ONE HALF DAY WERE CAREERS IN THE ARMED FORCES, UNIT RECORD EQUIPMENT AND COMPUTERS, TEACHING, BUSINESS EQUIPMENT, LITHOGRAPHY, SPACE TECHNOLOGY, AND THE AUTO INDUSTRY. THE PROGRAM WAS BASED ON BOTH THE INTEREST OF THE GROUP AND INFORMATION FROM AN EXTENSIVE STUDY OF THE LITERATURE. SOME CONCLUSIONS WERE THAT THE BOYS MADE AN OBSERVABLE GROWTH IN GROUP COHESIVENESS, THEIR GREATEST INTEREST WAS IN THE AREA OF AVIATION AND ELECTRONICS, AND THEY FELT THE PROGRAM SHOULD BE CONTINUED. SOME RECOMMENDATIONS WERE (1) GOALS SHOULD BE CAREFULLY DEFINED, (2) THE RATIO SHOULD BE ONE STAFF TO FIVE BOYS, (3) THE GROUP SHOULD BE HOUSED IN FACILITIES SEPARATE FROM OTHER TEENAGE GROUPS, (4) RULES SHOULD BE KEPT TO A MINIMUM, (5) MORE FUNDS SHOULD BE ALLOWED FOR RECREATION AND TRANSPORTATION, AND (6) ADEQUATE TIME SHOULD BE GIVEN FOR DIRECTING THE PROJECT. (JM)

1280

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED017649

An Experimental Program Designed to Promote a Greater Interest in Fulfilling Latent Potential In Under-achieving High School Boys Through Goal Identification

SUMMARY REPORT

Prepared and Submitted by
Eastern Michigan University

May 19, 1965

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FROM: David H. Soule

SUBJECT: Meeting of Advisory Committee and report on summer "V.I.S.I.T." Program

Attached is the Director's report on the first "V.I.S.I.T." Program. No report on research can be made at this early date.

Please plan to meet in the Conference Room on the ground floor of the Snow Health Service (park behind building, enter center door, and turn left) at 4 p.m. on Monday, September 28, 1964. Bring the attached report and any questions or comments with you. You will find a parking permit enclosed.

D.H.S.

jd
Enclosure: parking permit

"V.I.S.I.T." PROJECT

Eastern Michigan University

SUMMARY REPORT

by

David H. Soule - Project Director

September 1, 1964

INTRODUCTION

This past summer twenty boys from three area schools were given an opportunity to expand their knowledge about many different vocations. With financial help from the State Board of Control for Vocational Education and several local industries, Eastern Michigan University brought tenth grade boys from Lincoln, Ypsilanti, and Ann Arbor High Schools to live on the University Campus. These boys had not been applying themselves in school, although they had the ability. Each day was devoted to visiting nearby plants, counseling, and recreation. On each plant visit the boys had an opportunity to talk with employees to learn more about the advantages and disadvantages of their jobs. Areas of greatest interest were aviation and electronics. All boys felt that the program should be expanded and offered again next year.

BACKGROUND

Late in 1963 the idea of providing some kind of special program for high school boys who had high potential, but were under-achievers was presented to the University administration. Action was taken by Dean Albert Brown in January of 1964. He called together key department heads and others interested in helping these under-achieving boys. In the initial planning stages some of the ideas and suggestions from E. A. Dionne, Administrative Assistant at San Jose State College were followed. Mr. Dionne has conducted a summer program for under-achievers since 1962.

Fast committee action from the first meeting on January 9 to January 23 resulted in a rough draft of the objectives of the Industrial College Program, later changed to "V.I.S.I.T." (Vocational, Industrial, Scientific, Intellectual, Technical) and the selection of a Project Director. During the next two months a brochure and research proposal were written and presented to the State Board of Control for Vocational Education, and funds were solicited from nearby industry.

By early spring a program coordinator and two counselors had been hired, and high school principals and their counselors were screening boys for the Project which was to begin June 29 and end twelve days later on July 10, 1964.

PROGRAM

Development of program content was initially based on the staff's idea of what areas the boys would be interested in. A great deal of literature was perused which dealt with under-achievers, school holding power, and the drop-out problem. Specialists in these areas were also consulted. As background information came in from the boys selected to be in the Project (appendix A), we found it necessary to make major revisions in the program content.

Initial planning had been strictly along vocational lines. This particular group of boys showed a very definite interest in the professions (see appendix B). The program in brief was finalized as follows:

One day each -

Aviation

Short flight in DC-3

Discussed flying as a career

Toured air traffic control

Toured airport and aircraft

Medical Careers

As doctors-training, future, rewards

As hospital employees

Toured Medical Center

Careers in Government

Local government - talk by mayor, municipal judge and members

Police and sheriff's departments

Toured City Hall

Careers in Electronics

Educational requirements, future

Research

Toured research and development

plant

Careers in Conservation

Discussed variety of jobs and

educational requirements

Visited various work areas

Talked with key conservation people

Toured recreation area

One half day each:

Careers in the Armed Forces

As professionals from the academies

As enlisted personnel

Unit Record Equipment and Computers

Discussed training and future

Toured installation

Teaching

Discussed need, satisfactions

Training required

Business Equipment

Work in sales, development, research

and production

Toured industrial plant

Lithography

Variety of job opportunities

Educational requirements

Toured plant

Space Technology

Variety of skilled jobs

Toured Space Laboratory

Auto Industry

Film presentation and discussion with
Administrative Engineer
(Engineering labs and proving grounds
closed because of new model work)

In addition to the tours each day there were informal discussions with staff members and a somewhat more formal group discussion each evening.

A wide variety of professional and skilled personnel spoke to the boys during the program. Among them were Eastern Michigan University and University of Michigan professors, plant management personnel, airline personnel (from maintenance crew to plane captains), municipal government employees, state agency employees, and employees of federal agencies.

A number of improvements can be made in the programming; most important being a supply of reference materials which the boys can read in their free time.

OTHER ACTIVITIES

A period late in the afternoon each day was provided for recreation. Other free time was spent at Campus concerts, a "fun night" put on by High School Musicians, bowling, playing catch, chess, or cards.

All boys went home Friday after dinner and returned after supper Sunday night. July 4th fell on Saturday of this weekend.

OBSERVATIONS

Most of the twenty boys who arrived June 29 did not know each other. Over the two week period the best friendships developed between roommates. Several boys came with a "chip on their shoulder" with respect to school and to their own rights and privileges. As they got to know other boys and the staff members they became much less aggressive and defensive. Most of the boys "opened up" to the staff by the end of the Project. Although twelve days is a short time, there was a noticeable growth in group cohesiveness. This was particularly evident when the group, or several of its members, were "attacked" by other peers or adults. No group leader appeared during the time the boys were on Campus.

A noticeable change in attitude and behavior was observed in several boys because of regular diet and sufficient rest. None of the boys appeared to be real drop-outs. It was felt that most of the boys got an excellent idea of jobs available, the skills necessary to perform these jobs, and the educational requirements that needed to be met.

Because of some unfortunate wording in a newspaper article the "V.I.S.I.T." Project became identified with a program for juvenile delinquents. Several parents called and threatened to withdraw their boys. The boys were very defensive about being tagged as delinquents. Poor judgment on the part of a girl counselor for the other young people housed in the same residence hall (High School Musicians), lead to a near fight between several of the boys. She had told a group of questioning musicians that they should not associate with the "V.I.S.I.T." boys because------. Although some of the musicians knew the stories were untrue, it was impossible to stop the rumors before they had spread through the group.

With the 4th of July so close there were a number of problems with fire-works. Two of our boys were sent home at the end of the ninth day for careless use of firecrackers. Both boys were sorry for what they had done and hoped that their behavior would not effect the continuation of the Project. The parents of both boys expressed deep regret for this behavior on the part of their sons, and for the lost opportunity to gain a better understanding of career possibilities.

Facilities for recreation on the Campus were very limited. No gymnasium was available for any indoor sports, no archery was permitted although our counselor in charge of recreation was a champion archer and brought his equip-ment. Swimming was about the only activity engaged in. The warm weather limited baseball playing and only two boys played tennis. On the conservation trip all boys went swimming in Clear Lake where facilities were not limited, and all but three boys went bowling one evening in a local bowling alley (University bowling alleys were closed).

Parental reaction to the program was generally favorable. Four calls were received by the Project Director from parents who wanted to get their boy into the program, two were eager to raise whatever funds were necessary to pay the expenses for their boys. Several members of the Advisory Committee reported receiving similar calls from interested parents.

At no time were news releases given to the papers, radio, or television stations. It was felt that chances for misunderstandings and mis-quotes were too great and might destroy the program.

A number of the boys tried to assume an adult freedom which they felt was associated with a college campus. This was exhibited by a very casual type of dress and smoking. The first question asked when the group met was "can we smoke?" Boys who did not smoke had some objection to living with a boy who did since smoking was permitted in the rooms.

RECOMMENDATIONS

These recommendations are based upon the planning, development, and implementation of this first "V.I.S.I.T." Project. They are based on both verbal and written comments from the boys and staff.

1. The goals should be more carefully defined as to what the research is trying to do, and also the service part of the Project. Some definite short range goals should be established that have a chance of being accomplished within a two week period. Perhaps the answer to the question "why is a capable boy an under-achiever?" will help identify some short range goals.
2. The term "V.I.S.I.T." Project" is meaningless to most people without an explanation. It is recommended that this title be followed by "A Summer Program of Career Exploration for High School Youth." The term "Vocational" is still too close to "Boys Vocational School" to be used.
3. It is recommended that the staff have a ratio of one to five with the boys, and each counselor have five boys for whom he is the "mother hen."
4. Since responsibility for the group runs twenty-four hours a day, definite free time should be planned for each counselor.

5. Each counselor should be required to board and room with the boys.
6. It is recommended that the boys be required to go home on the intervening weekend.
7. This group should not be housed in the same residence hall with other teenage groups.
8. An air-conditioned meeting room is required, even if it must be rented off campus.
9. Keep rules and regulations to a minimum, but rigidly enforce the basic ones for decency, safety, and courtesy.
10. Smoking by these boys should not be permitted on the campus, the bus, or on the plant tours.
11. Provision should be made for three programs in 1965. The first one for boys with an I.Q. of 95-115, the second for boys with I.Q.'s above 115, and the third for girls with a minimum I.Q. of 95.
12. The staff for the WVJCSLIT Project should consist of a director, a research assistant, a senior counselor who would assist the director with program arrangements, and three counselors.
13. Funds should be budgeted for recreation and more for transportation.
14. It is recommended, at least for next year, that no publicity be given to the Project.
15. Those individuals who direct the project and do the research should not carry these duties as an overload. Too much travel and off campus work is required. Released time must be provided from the regular load.

Eastern Michigan University

"V.I.S.I.T." PROJECT

REPORT OF RESEARCH ACTIVITY

W. A. Kloosterman

This is a report of the research activity and efforts associated with the "V.I.S.I.T." Project conducted during the spring and summer 1964 on the campus of Eastern Michigan University. This is not a report of any research findings, as the project is not yet in a position to report any conclusive finds. However, experiences related to the research activity do give much information regarding the problems and procedures involved in conducting research of this nature. The careful consideration and study of these factors are helpful in considering further research efforts.

This report will consist of four parts. These are:

1. Preparation of proposal and acquisition of research funds
2. Data collection
3. Impressions and interpretation of research process
4. Recommendations and considerations

Preparation of Proposal and Acquisition of Research Funds

The proposal for research funds related to the "V.I.S.I.T." Project which was submitted to the State Board of Control for Vocational Education, was largely prepared by Gerald Jennings, Industrial Arts; David H. Soule, Division of Field Services; Winton A. Kloosterman, Education; Albert W. Brown, Liberal Arts. These people drew heavily upon ideas and suggestions which had been made in several "V.I.S.I.T." committee meetings.

It is the belief that the proposal represented broad University thinking on the problem, and a unique approach to it.

This proposal was reviewed by a nine man board representing all the institutions of higher education in Michigan. An opportunity for an oral presentation and defense of the Proposal was arranged on May 15, 1964. At that time, nine research proposals were submitted by five of the institutions of higher education in Michigan. The "V.I.S.I.T." Proposal was one of three proposals given 100 % funding by the Review Board. The other two proposals were submitted by the University of Michigan and Michigan State University.

While the Research Proposal was fortunate in receiving total support in this venture, three areas of concern were manifested by various members of the Review Board. These might be identified as:

1. Adequacy of sample - Does our criteria of twenty sophomore boys from three high schools give a population upon which any really valid conclusions can be based?

2. Nature of the "V.I.S.I.T." experience - While it is apparent that the planned experience is to be interesting and vital, do the participants view it as anything other than a grand excursion?

3. Relationship of research to the school setting - Regardless of research findings, is the "V.I.S.I.T." Program one which has application and meaning for schools?

Data

Subsequent to assurance of funding, steps were immediately taken to develop data gathering procedures. Representatives from the three high schools involved - Ann Arbor High School, Ypsilanti High School, Lincoln Consolidated High School (Ypsilanti) were asked to attend a meeting for purposes of explaining the Program and Research procedures. Counselors from these schools attended this meeting on May 19, 1964. At that time data collection material was distributed to these counselors, and it was understood that each counselor would endeavor to submit the requested data on fifteen to twenty sophomore boys not later than May 27, 1964.

At that time there was also considerable discussion regarding the selection of the Experimental and Control groups, and problems inherent in the process whereby some boys are certain to be left out of a pleasurable experience.

Data was received from the schools involved the following week. Ann Arbor High School submitted material on eight high school sophomore boys, Lincoln High School supplied data on ten such boys, and Ypsilanti High School supplied data on seven boys. These data were reviewed and critical information made available to members of the committee and participating schools in a meeting on June 4, 1964. On the basis of information available to this group, random selection chose six boys from Lincoln High School, and seven boys each from Ann Arbor High School and Ypsilanti High School giving a total Experimental group of twenty, and a Control group of five, one from Ann Arbor High School and four from Lincoln High School. There was discussion about submitting data on additional boys so as to develop a more adequate Control group. Subsequent to the meeting on June 4, information was received on one additional boy (Ypsilanti High School). Other adjustments in the population produced an Experimental group of nineteen and a Control group of eight.

A review of the data received from the various schools would seem to indicate some problems in interpreting the questionnaires and obtaining the data requested on the research forms. While all counselors and the applicants for the program manifested a great desire to be helpful, and gave answers to questions which were applicable, attempts to tabulate and interpret the information appear very questionable. Under these circumstances, attempts to describe the significant characteristics of the populations, and to compare Experimental with Control group are somewhat speculative.

Impressions and Interpretations of the Research Process

Any research requires time. This is critical to the clarification of the goals and processes which are involved. While all projects are faced with deadlines, it would seem that this project was particularly hampered by insufficient time. If the project had been operating on a time schedule about six-eight weeks earlier, problems relative to goals and procedures could have been worked out so as to give a more adequate foundation to the research.

Research among people is, at best, research to obtain the probable. To obtain the most probable requires research which uses samples that are typical of the circumstances under study. In this research we are concerned with development of potential in under-achieving high school sophomore boys. It thus follows that the higher the potential, and the less the achievement, the more desirable it is that this boy be chosen for participation in the "V.I.S.I.T." Project. An examination of the data would raise question as the the adequacy of the sample.

An understanding and appreciation of the goals, procedures, and rationale of any project is vital to its success and ongoing acceptance. Perhaps the most over-riding and prevailing impression that one gets is that the "V.I.S.I.T." Project sounds good, and should be supported, but it is viewed separately by each individual. One hears reference to salvaging drop-outs, deciding upon a vocation, assisting in school adjustment, getting kids off the streets, and developing talented manpower as goals of the "V.I.S.I.T." Project. Certainly there should be contributions to these ends. Any contribution to these goals is a plus factor for "V.I.S.I.T." However, no research can make promises. It is by definition committed only to study and examination with respect to certain procedures and factors as they relate to a given problem. It thus appears that attempts to justify "V.I.S.I.T." as a program to salvage drop-outs, assist boys in their vocational choices and/or similar personal goals are unwise commitments.

Recommendations

On the basis of the above information and impressions, the following recommendations are made. (This is in event that the "V.I.S.I.T." Committee wishes to embark upon a series of experiences similar to the 1964 enterprise.)

1. The name of the Project should be changed to reflect a more positive involvement of the participants.
2. Organization of the Program should be such as to clear time and personnel necessary for the task. It is tentatively suggested that processing for the Summer Program begin no later than March 1.
3. Budget requests and utilization of funds should include money to bring key school people to the Eastern Michigan University campus.
4. Data collection and areas of inquiry should be more specific. Perhaps check lists and rating scales are appropriate.
5. The population of study should be drawn from a larger base and include more people.
6. In view of the above, a research director and/or other personnel should have released time to adequately undertake the task ahead.
7. Participating schools receive help and personal visit when necessary, so as to obtain accurate data on all participants prior to involvement of the participants in the "V.I.S.I.T." Program.

It is entirely appropriate than an institution of higher education such as Eastern Michigan University, consider involvement in a long range research project which explores various aspects of the process of vocational choice. Such a program would use the "V.I.S.I.T." idea and population as a frame of reference upon which much other research could be built. Should responsible officials of Eastern Michigan University be inclined to this end, the following additional recommendations are made:

1. More research proposals should be written which follow-up the ideas which are eminating from present "V.I.S.I.T." research.
2. A research director and other appropriate personnel be selected to plan, direct, and coordinate various programs and research related to the "V.I.S.I.T." concept.
3. That a budget be prepared which will reflect likely needs of a total research program.
4. That these various proposals, along with a suitable share of estimate total cost be submitted to various agencies, both public and private, for purposes of soliciting funds whereby this research can be carried on.
5. In event that such research received the necessary funds, annual reports be made to appropriate University offices as well as the reports made to required sources.

APPENDIX A

"V.I.S.I.T." PROJECT

Room Assignments

Jones Hall - June 29, 1964

Altenberndt, Fred — 102
7455 Milan
Oakville, Michigan

Blakemore, Gary — 106
108 Maple Street
Ypsilanti, Michigan

Brown, Chris — 111
3164 Sunnywood
Ann Arbor, Michigan

Coronado, Cecil — 104
818 Charles
Ypsilanti, Michigan

Czinski, Tom — 104
11155 Butler
Willis, Michigan

Drake, Tom — 102
726 South Main
Ann Arbor, Michigan

Durham, Jeff — 107
802 Stanley
Ypsilanti, Michigan

French, William — 109
1967 Coronado
Ann Arbor, Michigan

Hindel, Don — 113
711 Bruce
Ann Arbor, Michigan

Lavery, Mike — 105
9771 Berritan Road
Willis, Michigan

McAllister, John — 103
2861 Crystal
Ann Arbor, Michigan

McDonald, Bill — 115
2127 Brockman
Ann Arbor, Michigan

Mitchell, Richard — 107
9140 Talladay Road
Willis, Michigan

Moody, Phillip — 111
1136 DeSoto
Ypsilanti, Michigan

Pfeiffer, Allan — 115
1031 Evelyn
Ypsilanti, Michigan

Ridge, Dan — 113
7699 Whittaker
Ypsilanti, Michigan

Saltz, Larry — 109
Route 1
Ypsilanti, Michigan

Sapsford, Jon — 105
2707 Maplewood
Ann Arbor, Michigan

Spang, Richie — 106
1106 Western
Ann Arbor, Michigan

Utley, Dale — 103
203 Ainsworth
Ypsilanti, Michigan

SUPERVISING PERSONNE

Mather, Mark — 101
Rusten, Phillip — 101
Soule, David — 108
Trost, David — 114

APPENDIX B

"V.I.S.I.T." PROGRAM INFORMATION

Range of mental ability: 115-136

Occupational Interests: photographer, pilot, conservationist, engineer--automotive and electrical, mechanic, farmer, forester, draftsman, writer, welder, tool-and-die maker, chemist, architect, teacher, machinist, printer, and career in the Armed Forces.

Areas of ability--as the boys see it:

farming--2
mathematics--3
working with hands--2
music--1
electronics--1
humanities--1
mechanics--3
writing--1
science--2

Subjects enjoyed most in school:

automotive mechanics--1
mathematics--5
machine shop--1
English--1
social studies--4 (history-3, geography-1)
metal shop--2
band--1
industrial arts--1
science--5

Subjects least liked in school:

mathematics--5
foreign languages--4
science--2
English--7

Values--most important to the boys:

Security of employment--12
Opportunities for advancement--10
Chance to be creative--8
Healthful working conditions--8
Interesting work activities--6
High income-2
Freedom from supervision--2
Opportunities for service--2
Congenial co-workers--1
Good job location--0

Values--least important to the boys:

Freedom from supervision--6
High income--5
Good job location--3
Healthful working conditions--1
Opportunities for service--1
Chance to be creative--1
Interesting work activities--0
Opportunities for advancement--0
Security of employment--0
Congenial co-workers--0

APPENDIX C

BOYS' EVALUATION OF "V.I.S.I.T." PROGRAM

1. In your opinion, what trip was most interesting and beneficial to you? Why?

Electronics

variety of jobs to observe

opportunity to observe matheticians working with technicians

interested in machine shop

liked the staff

interested in tool and die

would have liked to spend all day learning about one job rather than several

Airport

future career as a pilot

Armed Forces

interested in learning a career while in the service

Police Station

would like to be a policeman

Hospital

interested in the pharmacy

2. In your opinion, what trip held the least value for you personally? Why?

Armed Forces - speakers were not interesting

Manufacturing office machines - did not like to see the unhappy expressions on the faces of the workers

factory work is not at all appealing

Data Processing - seemed to be very boring work

low pay, also very dull work

Electronics - not interested in that as a career

Lithoprinting - interested in a professional career rather than skilled trade such as printing

you are nothing but a human machine

Hospital - almost fainted during tour through emergency ward

did not care for the person who took them on the tour

do not care for medical profession

3. Was there too little, too much, or just about enough free time?

too little	too much	just right
2	3	11

4. Is the "V.I.S.I.T." two week period too long, too short, or just about right?

too long	too short	just right
0	8	10

5. Do you feel there should be a weekend break during the "V.I.S.I.T." Program, or should the Program continue right through the weekend?

Please explain your answer.

should - 12

helped shorten the two weeks

liked to go home to tell about experiences

to do laundry and to rest

a relaxing change

prevented boredom from routine

to be with family

to get clean clothes and necessities

no answer - 2

should not - 4

not the same after going home for weekend

kept program organized

program not long enough for a break

needed time to see more

6. Did the "V.I.S.I.T." Program create any new interests in possible career areas which you hadn't thought about before attending the two week session?

yes	no
15	3

7. How would you rate the "V.I.S.I.T." Program?

excellent - 10

one boy's comment - "It destroyed all my ideas of dropping out of school."

good - 8

average - 0 poor - 0 fair - 0

8. Have your educational plans changed as a result of the Program? Explain.

yes	no
9	9

goal to work for

will take studies more seriously

will need to work harder for the better jobs

decided to go to college

mind already made up

not really sure

9. Do you feel more encouraged, or less encouraged about your job future?

more	less	no answer
17	0	1

10. Do you feel this Program should be offered again next year?

yes	no
18	0

11. If this Program is offered next year what changes would you recommend to make it more worthwhile and enjoyable?

give less free time
give more free time
make evening free
give several brief free periods rather than one long one

cover more job opportunities during the day
present jobs with a greater variety
make sure everyones interest is touched
allow choice of occupation to visit
after a tour is completed, allow boy to go back and spend some time with the occupation he is interested in
one job to one boy
spend more time on each job
plan one long trip and one short trip each day
do not allow smoking on tours

more recreation
plan recreation program well
plan a variety of recreational activities

make it a three week program
make it a four week program

better food
younger counselors
more individual counseling
make two small groups instead of one large one

12. At the present time what are your career goals?

accounting
architecture or business

aviation, electronics, or music
pilot
plane mechanic
control tower operator or lithography

court lawyer

mathematician

mechanical work

tool and die

policeman
research chemist
writer of short stories

13. Why did you pick that particular career? Please be specific.

law -	an experience prior to "V.I.S.I.T." Program
writer -	enjoy writing, easy
architecture -	enjoy drafting classes
policeman -	visit to the police station interest in crime detection
aviation -	freedom of space
electronics -	enjoy experimenting
music -	relaxing, sharing with others
pilot -	exciting, good salary
accounting -	like working with numbers
tool and die -	enjoy working with metal, gives important feeling
plane mechanic -	enjoy working with hands and machinery
research chemist -	enjoy working with chemicals, clean working conditions

APPENDIX D

"V.I.S.I.T." PROJECT - COMMITTEE AND STAFF

Advisory Committee

James Barnes - Head, Physics Department, Eastern Michigan University

Albert Brown - Dean, College of Arts and Science, Eastern Michigan University

Gerald Jennings - Assistant Professor, Industrial Education, Eastern Michigan University

Raymond LaBounty - Head, Department of Industrial Education, Eastern Michigan University

Bruce Nelson - Vice President for Instruction, Eastern Michigan University

Robert Pate - Head, Department of Mathematics, Eastern Michigan University

John Salcau - Coordinator of Curriculum and Instruction, Ypsilanti Public Schools

Nicholas Schreiber - Principal, Ann Arbor High School

Clark Spike - Head, Department of Chemistry, Eastern Michigan University

Staff

Project Director

David Soule - Coordinator Division of Field Services, Eastern Michigan University

Research Assistant

Winton Kloosterman, Associate Professor, Department of Education, Eastern Michigan University

Program Coordinator

David Trost, Principal of Stone Elementary School, Ann Arbor, Michigan

Counselors

Mark Mather - Psychology major at University of Michigan, Ann Arbor, Michigan

Phillip Rusten - Teacher at Slauson Junior High School, Ann Arbor, Michigan

Public School Counselors

Charles Barclay - Ann Arbor High School

Russell Bogarin - Lincoln Consolidated High School

Bernice Inwood - Ypsilanti High School

APPENDIX E

"V.I.S.I.T." Project

A Summer Program for High School Youth

Eastern Michigan University

June 29 - July 10, 1964

Information for Residents

PROJECT STAFF

Mr. David H. Soule----------Director, "V.I.S.I.T." Project
Mr. David Trost---------- Program Coordinator
Mrs. Catherine Hollowell---------- Head Resident, Jones Hall
Mr. Phillip Rusten---------- Counselor
Mr. Mark Mather---------- Counselor

Meals

Meals for "V.I.S.I.T." personnel will be served in the Dining Commons according to the following schedule:

Monday through Friday			Saturday		
Breakfast	6:45	- 7:30	Breakfast	7:30	- 8:30
Lunch	11:15	- 12:15	Lunch	11:30	- 12:15
Dinner	5:15	- 6:15	Dinner	5:30	- 6:00

Sunday

Breakfast	8:30	- 9:00
Dinner	12:45	- 1:30

You are expected to dress properly in the dining hall; shorts, or jeans are not allowed there.

Closing Hours

Every night---------- 9:45 p.m.

Lights Out

Every night----------10:30 p.m.

Signing Out and In

Each of you will have your own SIGN OUT CARD. This card will be kept in your counselor's room.
Counselors must sign out for you whenever you leave the hall after dinner stating where you plan to go.

You are to sign IN when you return to the hall.

Mail

Your mail should be addressed to you in this manner:

Mr. Joe Doe
"W.I.S.I.T." Project
Jones Hall
Ypsilanti, Michigan

Your mail will be delivered to you by your counselor in your corridor before the dinner hour.

Telephone Service

The hall switchboard will be open daily from 7:30 a.m. to 10:30 p.m. You may receive calls from outside the hall during these hours. Please ask your parents and friends to call during these times. All out-going long distance calls must be made from the pay telephones on your corridor. No inter-hall calls are permitted.

Callers

When you have a caller, the Office Assistant will call you.

Cars

Riding in automobiles is prohibited unless you are with your parents or with people whom your parents approve. In such case, they should indicate to your counselor in person or in writing whatever special permission they grant you.

Keys

Each participant will receive a room key. Please lock your door when you are away from your room. The University is not responsible for losses.

Illnesses

Report all illnesses immediately to your counselor. They will call on you, see that you are sent to the Health Service, and call your parents whenever necessary.

If you are ill at night, ask your roommate to go (DO NOT TELEPHONE) to your counselor's room. He will see that you have proper care.

Care of Rooms

You are responsible for keeping your room clean and in good order at all times.
You will find the necessary equipment for maintaining your room in corridor kitchenettes or incinerator rooms on your corridor. Cleaning equipment is to be returned as soon as you are through using it. Your room should be in order and bed made by 7:45 a.m. each morning. Your counselor will check your room at various times throughout your stay. Damage to University property will result in a charge to the individual causing the damage or to the occupants of the room when the person responsible cannot be determined.

Courtesies

There are certain courtesies we expect of you and of all residents. Everyone is here this summer to study, and many residents have heavy study schedules.

Quiet during study hours is important. Loud laughing, talking out of windows, and noisy radios are not in keeping with an attitude of thoughtfulness toward other people. Do not bring criticism upon yourself or the group by being inconsiderate. Cooperation by all can make the experience of living in a residence hall with others a valuable experience for you.

Checking out of the Hall on July 10

Your counselor will be in the Jones Hall office to check you out of the hall. You will have to sign out and return your room keys. A charge of $1 will be made for each lost key.